



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Philip O'Brien Elementary School**

1225 LIME ST E

Lakeland, FL 33801

863-499-2950

[schools.polk-fl.net/philipobrien](http://schools.polk-fl.net/philipobrien)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 63%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 58%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Philip O'Brien Elementary School

##### Principal

Merri Crawford

##### School Advisory Council chair

Georgia Peick

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Charles Basel	Assistant Principal
Alice Ann Sargeant	Kindergarten Chair
Betty Nichols	First Grade Chair
Tiffany Thenor	Second Grade Chair
Douglas Hunt	Third Grade Chair
Laura Hasson	Fourth Grade Chair
Barbara Dempsey	Fifth Grade Chair
Kathy McGahee	Title I Facilitator
Carolyn Ouhri	Math Resource
Mildred Hill	Guidance
Janet Shields	Media
Lori Cross	ESE
Merri Crawford	Principal

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Administration-Merri Crawford and Charles Basel  
Community-Georgia Peick and Jan Shields

Teachers-Kathy McGahee

School Support Staff- Alcira McConnell and Andrea Guzman

Parents-Dorothy Wilson, Stacie Johnson, Mayra Carpio, Nayesha Crumbley and George Vidal  
White=40.58%, Black=29.20%, Asian=.68%, Indian=.68%, P.Island.=.17%, Multi-racial=6.45%,  
Hispanic=22.24%

**Involvement of the SAC in the development of the SIP**

The SAC will be advised of the SIP all along the way during regular SAC meetings. The SAC members will have input in the ongoing development of the SIP at Philip O'Brien Elementary School.

**Activities of the SAC for the upcoming school year**

Review and advise on the SIP

**Projected use of school improvement funds, including the amount allocated to each project**

TBA

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Merri Crawford**

Principal

Years as Administrator: 16

Years at Current School: 10

**Credentials**

B.A. Southeastern University, M.A. University of South Florida, Certification in Elementary Education and School Principal

**Performance Record**

Principal of Philip O'Brien Elementary  
 2012-2013 Grade C  
 Reading Mastery 51%, Math Mastery 49%, Writing Mastery 44%,  
 Science Mastery 32%  
 2011-2012: Grade B  
 Reading Mastery: 51%, Math Mastery 46%, Writing Mastery 89%,  
 Science Mastery 42%, AMO 57% Proficient (43% non-proficient).  
 2010-2011: Grade A, Reading Mastery: 72%, Math Mastery 75%,  
 Writing Mastery 88%, Science Mastery 45%, AYP 77%, Black  
 subgroup met mastery in Reading while all other subgroups did  
 not, all subgroups did not meet mastery in Math.  
 2009-2010: Grade B, Reading Mastery: 73%, Math Mastery 76%,  
 Writing Mastery 79%, Science Mastery 49%. AYP 82%. FRPL and  
 Blacks Subgroups did not make AYP in Reading and Math  
 2008-2009: Grade: A, Reading Mastery: 81%, Math Mastery: 75%,  
 Science Mastery: 50%. AYP: 95%,  
 FRPL and Blacks did not make AYP in math.  
 2007-2008: Grade: C, Reading Mastery 78%, Math Mastery 77%,  
 Science Mastery 38%. AYP 97%, Black subgroup did not make  
 AYP in Math.  
 2006-2007: Grade A, Reading  
 Mastery: 79%, Math Mastery  
 78%. AYP: 100%. 2005-2006: Grade A, Reading Mastery 75%,  
 Math Mastery 75%. AYP: 100%.  
 2004-2005: Grade: A, Reading  
 Mastery 73%, Math mastery  
 66%. AYP: 97%, Only SWD did  
 not make AYP in Math.



**Charles E. Basel**

Asst Principal

Years as Administrator: 28

Years at Current School: 6

**Credentials**

B. A. University of South Florida in Elementary Education,  
 M.A. University of South Florida in Supervision and Administration  
 Certification in Elementary Education and School Principal (all  
 levels)

**Performance Record**

Assistant Principal of Philip O'Brien Elementary  
 2012-2013 Grade C  
 Reading Mastery 51%, Math Mastery 49%, Writing Mastery 44%,  
 Science Mastery 32%  
 2011-2012: Grade B  
 Reading Mastery: 51%, Math Mastery 46%, Writing  
 Mastery 89%, Science Mastery 42% AMO 57% Proficient (43%  
 non-proficient).  
 A.P. of Philip O'Brien El. 2010-2011: Grade A, Reading Mastery:  
 72%, Math Mastery 75%, Writing Mastery 88%, Science Mastery  
 45%, AYP 77%, Black subgroup met mastery in Reading while all  
 other subgroups did not, all subgroups did not meet mastery in  
 Math.  
 2009-2010: Grade B, Reading Mastery: 73%, Math Mastery 76%,  
 Writing Mastery 79%, Science Mastery 49%. AYP 82%. FRPL and  
 Blacks Subgroups did not make AYP in Reading and Math  
 2008-2009: Grade: A, Reading Mastery:  
 81%, Math mastery: 75%,  
 Science Mastery: 50%.  
 AYP: 95%, FRPL and Blacks did not make AYP in math.  
 2007-2008: Grade: C, Reading  
 Mastery 78%, Math Mastery  
 77%, Science Mastery 38%.  
 AYP 97%, Black subgroup did not make AYP in Math.  
 2006-2007: A.P. Dr. Roberts Elem. Grade B, Reading Mastery  
 72%, Math Mastery 70%. AYP:95%, Black subgroup did not make  
 AYP in reading and math.  
 2005-2006: A.P. Crystal Lake El. Grade C, Reading Mastery 53%,  
 Math Mastery 48%. AYP: 74%, White/Black subgroups made AYP  
 in reading. Only white subgroup made AYP in math 2004-2005:  
 Grade C, Reading Mastery 60%, Math Mastery 49%. AYP: 77%  
 White/Black subgroups made AYP

**Instructional Coaches**

# of instructional coaches

# receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based Areas	Years as Coach:	Years at Current School:
	[none selected]	
<b>Credentials</b>		
<b>Performance Record</b>		

**Classroom Teachers**

**# of classroom teachers**

48

**# receiving effective rating or higher**

48, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

48, 100%

**# ESOL endorsed**

35, 73%

**# reading endorsed**

4, 8%

**# with advanced degrees**

10, 21%

**# National Board Certified**

1, 2%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

4, 8%

**# with 6-14 years of experience**

16, 33%

**# with 15 or more years of experience**

28, 58%

**Education Paraprofessionals**

**# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

13

**# receiving effective rating or higher**

13, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Philip O'Brien Elementary is a Professional Development school for Florida Southern College. Every Tuesday, Florida Southern (Level II) Education major spend their day working collaboratively with a designated classroom teacher. In addition, Intern students from Florida Southern College, Southeastern and University of South Florida are also placed at Philip O'Brien Elementary. Weekly grade level and faculty meetings are held related to planning, data analysis, educational research and professional practices.

Administration is responsible for these activities.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Category I teachers will be assigned a site-based mentor.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Creating a block schedule that supports collaborative planning and PLC's. Total administrative support with Guidance assistance for effective MTSS implementation is the goal.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The MTSS Leadership Team will focus on how to improve school/teacher effectiveness and student achievement using the MTSS Model.

The MTSS Leadership Team is a cross section of the entire school, sharing of information at all levels concerning Rtl which supports all Rtl efforts.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing; and aligned processes and procedures.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data is gathered August through September using FAIR, Discovery Education Assessments, Florida Comprehensive Assessment (FCAT), SAT 10, FLKRS (Kindergarten). Progress Monitoring data is gathered mid-year and toward the end of the year. Kindergarten and First Grade data is gathered for the SBAR every nine weeks. Additional Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks and Grade Level Ongoing Assessments. Diagnostic Assessment data is gathered through the FAIR, ERDA, and DAR. End of Year data is gathered through Discovery Learning Assessments, FAIR, SAT 10, FCAT and SBAR. Data is discussed and analyzed at least monthly at the MTSS/RtI Leadership Team Meetings.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The MTSS/RtI Overview will be provided in mid-August/September. The District has five other mini-modules that will be provided throughout the year. The MTSS/RtI Leadership Team will evaluate additional staff Professional Learning needs during the monthly MTSS/RtI Leadership Team meetings. Creating a block schedule that supports collaborative planning and PLC's. Total administrative support with Guidance for effective MTSS implementation is the goal.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students  
**Minutes added to school year:**

**Strategy Purpose(s)**

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**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Merri Crawford	Principal
Chuck Basel	Assistant Principal
Alice Anne Sargeant	Kindergarten Grade Chair

Name	Title
Betty Nichols	First Grade Chair
Tiffany Thenor	Second Grade Chair
D.J. Hunt	Third Grade Chair
Laura Hasson	Fourth Grade Chair
Barbara Dempsey	Fifth Grade Chair
Kathy McGahee	Title I Facilitator and Writing Resource
Carolyn Ouhri	Math Resource
Mildred Hill	Guidance Counselor
Janet Shields	Media Specialist
Kim O'Connell	Reading Resource

### How the school-based LLT functions

The Literacy Leadership Team will meet on a monthly basis and as needed to establish school wide initiatives for increasing literacy. The Literacy Team will consider all data available while considering strategies to help the lowest 25% of the students and our Tier 2 and 3 students.

### Major initiatives of the LLT

The Literacy Leadership Team will focus on the school wide initiatives while and determining ways of increasing literacy for our lowest 25% and our Tier 2 and 3 students in the classrooms.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Our school will provide 90 minutes of uninterrupted Reading instruction with an additional 30 minute of iii. We support the Accelerated Reading (AR) Program as a school-wide initiative as well as a scheduled 15 minutes of Silent Sustained Reading to start the day. We will be using the new reading series Reading Wonders embedded with Common Core.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Philip O'Brien Elementary participates in Polk County's Kindergarten Round-Up and provides the opportunity for preschool children to visit the campus as they begin the transition from preschool to "big" school. Philip O'Brien Elementary provides written documentation for preschool parents regarding developmental readiness and age appropriate skills. The administrative staff, in collaboration with the Kindergarten department, coordinates the preschool visits and meet for campus tours and individual and /or small group orientation-to-school sessions. Incoming kindergarten students are assessed within the first 30 days of school using the Florida School readiness Screener (FLKRS). FAIR information is used to determine students' acquisition of specific skills/knowledge, and make instructional accommodations/modifications. Philip O'Brien Elementary will continue to use Child Find to identify and assist preschoolers with limited school readiness rates. We anticipate the overall readiness of our kindergarten students to steadily rise as resources are available from the district and community.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	51%	No	64%
American Indian				
Asian				
Black/African American	48%	34%	No	53%
Hispanic	54%	44%	No	59%
White	67%	60%	No	70%
English language learners	28%	28%	Yes	36%
Students with disabilities	35%	19%	No	42%
Economically disadvantaged	58%	42%	No	62%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	23%	28%
Students scoring at or above Achievement Level 4	81	28%	32%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	199	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	41	56%	61%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	55	60%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	36%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	40%	43%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	43%	49%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	49%	No	63%
American Indian				
Asian				
Black/African American	45%	32%	No	51%
Hispanic	55%	49%	No	60%
White	66%	59%	No	69%
English language learners	53%	48%	No	57%
Students with disabilities	35%	10%	No	42%
Economically disadvantaged	53%	45%	No	58%



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	27%	32%
Students scoring at or above Achievement Level 4	65	22%	26%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	182	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	44	59%	64%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	15%	25%
Students scoring at or above Achievement Level 4	15	14%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 7: Social Studies**

**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	88	14%	9%
Students retained, pursuant to s. 1008.25, F.S.	17	3%	2%
Students who are not proficient in reading by third grade	47	51%	46%
Students who receive two or more behavior referrals	24	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	7%	5%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Increased participation in Title I Annual Parent Meeting.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased participation in Title I Annual Parent Meeting	530	92%	95%

**Area 10: Additional Targets**

**Additional targets for the school**

NA

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Teachers will authentically engage students in reading and comprehending grade level text across content areas

## Goals Detail

**G1.** Teachers will authentically engage students in reading and comprehending grade level text across content areas

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science - Elementary School
- STEM - All Levels

### Resources Available to Support the Goal

- professional development
- lesson studies
- vertical team planning
- common planning time
- electronic resources (Renaissance Place-Accelerated Reader, Raz KIds, Star Fall, XtraMath.org, ThinkCentral, CCC-Steaming Media)
- print resources (Reading Wonders, National Geographic Science, GoMath! Florida Common Core, Time for Kids, Newspapers in Education)

### Targeted Barriers to Achieving the Goal

- Lack of consistently highly effective instruction across classrooms.

### Plan to Monitor Progress Toward the Goal

Progress monitoring assessment tools: Discovery Education, FAIR and District-Timed Writing

### Person or Persons Responsible

administration

### Target Dates or Schedule:

3 times per year after progress monitoring testing

### Evidence of Completion:

If increases are not evident, goals should be re-evaluated and refined.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers will authentically engage students in reading and comprehending grade level text across content areas

**G1.B1** Lack of consistently highly effective instruction across classrooms.

**G1.B1.S1** EATS lesson plan checklist

#### Action Step 1

Integrate Science across other content areas.

##### Person or Persons Responsible

all teachers

##### Target Dates or Schedule

ongoing

##### Evidence of Completion

EATS lesson plans

##### Facilitator:

Polly Burkhart

##### Participants:

all teachers

#### Action Step 2

Teacher uses an EATS lesson plan checklist as he/she implements each stage of plan. Cross-reference with feedback on evaluations

##### Person or Persons Responsible

teacher

##### Target Dates or Schedule

daily

##### Evidence of Completion

EATS lesson plan and checklist

### **Action Step 3**

Differentiate instruction using MTSS

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

EATS lesson plans

#### **Facilitator:**

Mildred Hill

#### **Participants:**

classroom teachers and resource teachers

### **Action Step 4**

Integrate technology -CCC Steaming Media (district), Raz Kids(\$1199) , Starfall (\$270), Renaissance Place- Accelerated Reader (\$1657.80), Think Central (included in adoption)

#### **Person or Persons Responsible**

classroom teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

EATS lesson plans

#### **Facilitator:**

Pat Lowder and Carolyn Ouhri

#### **Participants:**

all teachers

**Action Step 5**

Incorporate CISM reading strategies across content.

**Person or Persons Responsible**

intermediate classroom teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

EATS lesson plans

**Facilitator:**

district professional development

**Participants:**

4th grade teachers

**Plan to Monitor Fidelity of Implementation of G1.B1.S1**

A checklist will be used as each stage of EATS lesson plan is implemented

**Person or Persons Responsible**

teacher, administration, district support

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

artifacts

**Plan to Monitor Effectiveness of G1.B1.S1**

Targeted classroom observation and student engagement when using grade level text.

**Person or Persons Responsible**

classroom teachers, lead teachers, administration

**Target Dates or Schedule**

feedback after evaluations

**Evidence of Completion**

walkthrough and observation data in journey



**G1.B1.S2** lead teacher - conduct lesson studies

**Action Step 1**

Lead teacher visits grade level teachers to observe student engagement and gives reflective feedback.

**Person or Persons Responsible**

classroom teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Team planning meeting notes

**Action Step 2**

Lead teacher presents Fornoy Writing

**Person or Persons Responsible**

fourth grade teachers

**Target Dates or Schedule**

Fall

**Evidence of Completion**

Team planning meeting notes

**Facilitator:**

Laura Hasson

**Participants:**

Fourth grade teachers

## Plan to Monitor Fidelity of Implementation of G1.B1.S2

Team planning meeting notes

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Team planning meeting notes

## Plan to Monitor Effectiveness of G1.B1.S2

Student Engagement while using grade level text

### Person or Persons Responsible

Administration and Lead Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

targeted classroom observations, walkthroughs, Journey

## G1.B1.S3 peer teacher modeling

### Action Step 1

New/struggling teachers observe model classrooms of highly effective peer teachers. (Struggling and highly effective determined by data.) Give reflective feedback.

### Person or Persons Responsible

classroom teachers

### Target Dates or Schedule

monthly

### Evidence of Completion

Recorded on monthly calendar

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

A support log that notes the learning calendar schedule

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Learning calendar

### Plan to Monitor Effectiveness of G1.B1.S3

Student engagement while using grade level text

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Targeted classroom observations, walk throughs, Journey

**G1.B1.S4 Diligent use of Reading Wonders series and its components**

**Action Step 1**

Training on the use the Reading Wonders and supporting components

**Person or Persons Responsible**

classroom teachers, resource teachers, ESE teachers

**Target Dates or Schedule**

daily

**Evidence of Completion**

lesson plans

**Facilitator:**

Reading Wonders consultant

**Participants:**

all teachers

**Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Staff sign in sheet

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

monthly

**Evidence of Completion**

staff development form

## Plan to Monitor Effectiveness of G1.B1.S4

Student engagement while using grade level text.

### **Person or Persons Responsible**

administration

### **Target Dates or Schedule**

on going

### **Evidence of Completion**

Targeted classroom observation, walk through, Journey

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A, funds school-wide services to Philip O'Brien Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C-Migrant students enrolled in Philip O'Brien Elementary School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provide Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II- N/A

Title III- Provide supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)- N/A

Violence Prevention Programs- Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school has been a location for a summer feeding program for the community and our school is participating in a pilot program to provide all students with a free breakfast and lunch.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education (Secondary)- N/A

Career and Technical Education (Secondary)- N/A

Job Training (Secondary)- N/A

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Teachers will authentically engage students in reading and comprehending grade level text across content areas

**G1.B1** Lack of consistently highly effective instruction across classrooms.

**G1.B1.S1** EATS lesson plan checklist

### PD Opportunity 1

Integrate Science across other content areas.

#### Facilitator

Polly Burkhart

#### Participants

all teachers

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

EATS lesson plans

### PD Opportunity 2

Differentiate instruction using MTSS

#### Facilitator

Mildred Hill

#### Participants

classroom teachers and resource teachers

#### Target Dates or Schedule

daily

#### Evidence of Completion

EATS lesson plans

### **PD Opportunity 3**

Integrate technology -CCC Steaming Media (district), Raz Kids(\$1199) , Starfall (\$270), Renaissance Place- Accelerated Reader (\$1657.80), Think Central (included in adoption)

#### **Facilitator**

Pat Lowder and Carolyn Ouhri

#### **Participants**

all teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

EATS lesson plans

### **PD Opportunity 4**

Incorporate CISM reading strategies across content.

#### **Facilitator**

district professional development

#### **Participants**

4th grade teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

EATS lesson plans



**G1.B1.S2** lead teacher - conduct lesson studies

**PD Opportunity 1**

Lead teacher presents Fornoy Writing

**Facilitator**

Laura Hasson

**Participants**

Fourth grade teachers

**Target Dates or Schedule**

Fall

**Evidence of Completion**

Team planning meeting notes

**G1.B1.S4** Diligent use of Reading Wonders series and its components

**PD Opportunity 1**

Training on the use the Reading Wonders and supporting components

**Facilitator**

Reading Wonders consultant

**Participants**

all teachers

**Target Dates or Schedule**

daily

**Evidence of Completion**

lesson plans

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will authentically engage students in reading and comprehending grade level text across content areas	\$3,126
Total		\$3,126

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
Title I	\$3,126	\$3,126
Total	\$3,126	\$3,126

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Teachers will authentically engage students in reading and comprehending grade level text across content areas

**G1.B1** Lack of consistently highly effective instruction across classrooms.

**G1.B1.S1** EATS lesson plan checklist

#### Action Step 4

Integrate technology -CCC Steaming Media (district), Raz Kids(\$1199) , Starfall (\$270), Renaissance Place- Accelerated Reader (\$1657.80), Think Central (included in adoption)

#### Resource Type

Technology

#### Resource

instructional technology resources site licenses

#### Funding Source

Title I

#### Amount Needed

\$3,126